



Forestbrook Middle

4430 Gator Lane
Myrtle Beach, South

Grades	6-8 Middle School	
Enrollment	1,048 Students	
Principal	Margaret B. Sordian	843-236-7300
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	At-Risk
2007	Good	At-Risk
2006	Good	At-Risk
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

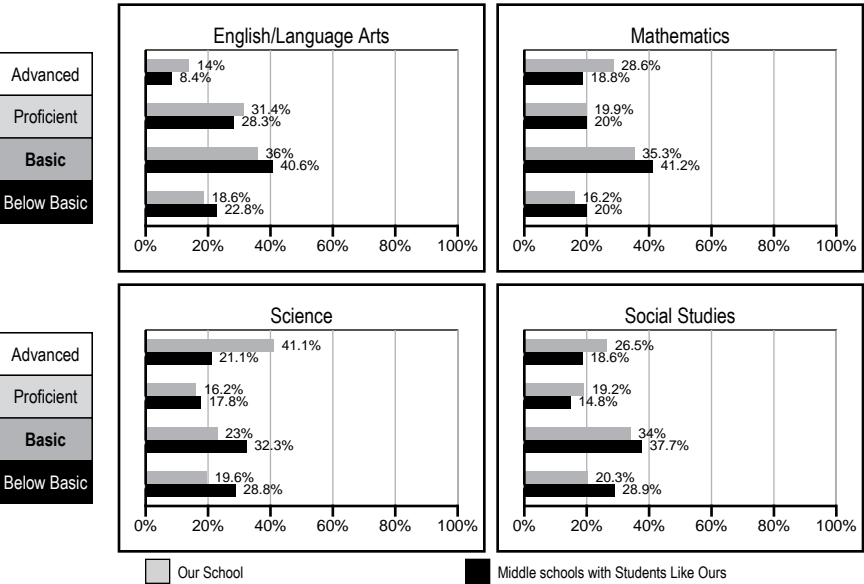
94.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	31	10	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	98.4
English 1	100.0	94.0
Physical Science	0	36.0
All Subjects	100.0	97.8

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,048)				
Students enrolled in high school credit courses (grades 7 & 8)	53.5%	Up from 35.9%	27.0%	19.4%
Retention rate	0.1%	Down from 0.8%	1.8%	1.8%
Attendance rate	95.7%	Down from 95.8%	95.9%	95.8%
Eligible for gifted and talented	35.9%	Up from 33.8%	19.6%	15.3%
With disabilities other than speech	13.0%	Up from 12.6%	11.6%	12.9%
Older than usual for grade	1.0%	Up from 0.8%	2.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 2.2%	0.8%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	50.8%	Up from 48.4%	57.6%	55.0%
Continuing contract teachers	76.2%	Down from 77.4%	74.3%	70.6%
Teachers with emergency or provisional certificates	8.2%	Down from 8.8%	4.2%	5.4%
Teachers returning from previous year	85.9%	Up from 84.7%	85.9%	83.4%
Teacher attendance rate	93.1%	Down from 95.1%	95.0%	94.9%
Average teacher salary	\$49,106	Up 3.0%	\$45,165	\$44,706
Professional development days/teacher	17.6 days	Down from 18.9 days	11.4 days	11.8 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	3.0
Student-teacher ratio in core subjects	24.0 to 1	Up from 18.3 to 1	21.4 to 1	20.1 to 1
Prime instructional time	87.2%	Down from 89.5%	89.8%	89.3%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.9%	98.6%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$6,891	Up 15.9%	\$6,613	\$7,097
Percent of expenditures for instruction*	67.6%	Down from 69.9%	64.6%	64.4%
Percent of expenditures for teacher salaries*	62.2%	Down from 67.0%	59.7%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Forestbrook Middle School continues its commitment to excellence by providing an outstanding academic experience for all students in an encouraging, supportive, and safe environment. Forestbrook Middle School offers a continuum of rigorous programs allowing students opportunities to work on individual needs through a variety of standardized, diagnostic, curriculum-based, and teacher-generated assessments. We monitor individual progress to ensure that each student's academic, social, career, and emotional needs are met. Additional time has been built into each school day for monitored independent reading practice (MIRP) in order to promote a love for reading and to reach our goals for literacy. Forestbrook Middle School is recognized as a Red Carpet School again this year!

Our faculty and staff regularly participate in professional development trainings offered at the school, district, state, and national levels. Six of our teachers are recognized as Nationally Board Certified Teachers. Four of our teachers are candidates for National Board Certification.

Many of our students have achieved recognition for academic achievements and performing arts. This year's accomplishments include: 62 SC Junior Scholars/12 Duke TIP Scholars, 105 Junior Beta students, 246 students qualified to take the PSAT & SAT exams, Junior Beta Club State Competition Winners, 2 students All State Orchestra, 2 students All Regional Orchestra, 3 students Long Bay Youth Orchestra, 26 students All County Band, 14 students All Regional Band, 1 student All State Band, and 7 students All County Chorus.

Forestbrook Middle School continues to be a school where students learn, grow, mature, and succeed! Our students, faculty, staff, parents, PTO, School Improvement Council members, and community members are committed to promoting academic achievement and being recognized for excellence in education.

Margaret B. Sordian, Principal
Jennifer Moore, School Improvement Council Chairperson, 2007-2008

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	327	205
Percent satisfied with learning environment	94.0%	79.1%	81.8%
Percent satisfied with social and physical environment	97.0%	80.7%	77.0%
Percent satisfied with school-home relations	87.9%	84.5%	73.3%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 21 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	1031	100	18.9	36.9	31.4	12.8	54.6	57.2	48.2	Yes	Yes
Gender											
Male	524	100	25.3	40	25.3	9.4	46.2	50.3	41.7	N/A	N/A
Female	507	100	12.4	33.7	37.6	16.3	63.2	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	826	100	16.4	36.5	33.7	13.5	57.2	65.4	60	Yes	Yes
African American	89	100	34.6	46.2	14.1	5.1	29.5	34.7	31.7	No	Yes
Asian/Pacific Islander	26	100	20.8	20.8	33.3	25	75	73	70.4	I/S	I/S
Hispanic	82	100	29.2	38.9	23.6	8.3	45.8	43.1	38.4	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	136	100	59.8	33.9	4.7	1.6	8.7	21.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	55	100	45.8	31.3	16.7	6.3	33.3	39.1	36.9	Yes	Yes
Socio-Economic Status											
Subsided meals	458	100	27.9	41.7	24	6.4	39.8	44.9	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	1031	100	18.1	38.6	19.5	23.8	53.1	56.4	45.8	Yes	Yes
Gender											
Male	524	100	20.7	36.1	18.5	24.7	52.2	55.9	45.6	N/A	N/A
Female	507	100	15.5	41.1	20.5	22.9	53.9	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	826	100	15.7	38.2	21	25.1	56.2	65.2	59	Yes	Yes
African American	89	100	37.2	37.2	6.4	19.2	32.1	31.6	26.9	No	Yes
Asian/Pacific Islander	26	100	16.7	20.8	29.2	33.3	75	75	71.3	I/S	I/S
Hispanic	82	100	26.4	48.6	13.9	11.1	33.3	42.6	38.1	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	136	100	59.1	29.9	5.5	5.5	13.4	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	55	100	37.5	43.8	10.4	8.3	27.1	41	38.7	No	Yes
Socio-Economic Status											
Subsided meals	458	100	26.7	42.6	16	14.8	40.2	43.9	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	685	99.9	19.4	23	16.3	41.3	57.6	41.4	35.7	95.7	96.3
Gender											
Male	341	100	21.6	18.5	14.8	45.1	59.9	43.8	37.4	95.4	96.2
Female	344	99.7	17.2	27.4	17.8	37.5	55.4	39	33.8	95.9	96.4
Racial/Ethnic Group											
White	559	99.8	16.6	22.7	17	43.7	60.7	50.4	49.2	95.5	96.1
African American	55	100	40.8	26.5	14.3	18.4	32.7	16.7	17	96.3	96.7
Asian/Pacific Islander	18	100	6.3	25	12.5	56.3	68.8	63.8	58	97.6	97.4
Hispanic	48	100	36.8	21.1	10.5	31.6	42.1	26.2	24.9	96	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	92.2	95.5
Disability Status											
Disabled	80	100	59.5	24.3	5.4	10.8	16.2	15.2	14	94.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	33	100	46.2	26.9	11.5	15.4	26.9	22.7	24.4	96.2	97
Socio-Economic Status											
Subsidized meals	310	100	28.8	23.5	17.4	30.2	47.7	28.8	21.1	94.9	96

Social Studies

All Students	677	99.9	20.1	34.1	19.3	26.5	45.8	41.6	34	95.7	96.3
Gender											
Male	352	99.7	20.8	30.2	20.5	28.4	48.9	45.3	36.6	95.4	96.2
Female	325	100	19.3	38.3	18	24.4	42.4	37.8	31.3	95.9	96.4
Racial/Ethnic Group											
White	531	99.8	18.5	33.9	19.6	28	47.7	48.6	44.5	95.5	96.1
African American	61	100	31.5	29.6	24.1	14.8	38.9	20.7	19.1	96.3	96.7
Asian/Pacific Islander	17	100	33.3	20	6.7	40	46.7	57.2	58.9	97.6	97.4
Hispanic	63	100	21.8	43.6	16.4	18.2	34.5	33.9	27.5	96	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	92.2	95.5
Disability Status											
Disabled	93	98.9	55.3	29.4	11.8	3.5	15.3	17.1	14.4	94.8	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	41	100	33.3	38.9	16.7	11.1	27.8	30.8	27.3	96.2	97
Socio-Economic Status											
Subsidized meals	305	99.7	30.9	34.2	16.5	18.3	34.9	29.8	21	94.9	96

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	354	100	16.6	36.9	34.1	12.4	46.5
	7	356	99.7	19.5	39.3	31.9	9.3	41.2
	8	319	99.7	18	49.7	27.9	4.4	32.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	344	100	16.2	34.7	32.3	16.8	49.1
	7	331	100	17.2	35.3	35	12.6	47.6
	8	356	100	23.3	40.4	27.1	9.1	36.3
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	354	100	12.7	32.6	29.6	25.1	54.7
	7	356	99.4	13	42.2	16.1	28.6	44.7
	8	319	100	24.4	50.5	14.9	10.2	25.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	344	100	16.5	27.8	22.8	32.9	55.7
	7	331	100	14.6	39.2	16.5	29.8	46.3
	8	356	100	23	48.7	18.9	9.4	28.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	175	100	21.5	27.6	18.4	32.5	50.9
	7	355	100	15.9	26.3	20.6	37.2	57.8
	8	162	99.4	28	38	16	18	34
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	177	99.4	27.6	15.9	13.5	42.9	56.5
	7	330	100	12	21.4	15.9	50.8	66.7
	8	178	100	24.7	32.9	20	22.4	42.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	180	99.4	12.7	39.8	24.1	23.5	47.6
	7	356	99.7	27.7	33.6	15.9	22.7	38.6
	8	158	99.4	25.9	42.7	20.3	11.2	31.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	168	100	16.4	34.5	21.8	27.3	49.1
	7	331	99.7	21.1	27.9	16.2	34.7	51
	8	178	100	21.9	45	22.5	10.7	33.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample